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DISCIPLINARY MISCONDUCT AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

The purpose of this study are to examine the factors, characteristic, and the level of disciplinary misconduct among secondary school students. Based on the research, we want to study the causes of the students misconduct and want to know whether there is the existence of relationships between causes of misconduct and the personality profile of the students. However, the disciplinary problem and misconduct of the students are often a hot topic that discussed by various parties. The study involved 230 respondents, selected through a cluster sampling technique involving three main ethnics in Malaysia. A cross sectional survey and structured questionnaire were used for data collection. All variables were measured through scales previously used by other researchers.

INTRODUCTION

In the school education, an individual student is trying to establish his identity in preparation for the challenges of his adult world. Usually these students are teenagers who want to build a mature personality, noble character, positive thinking, brilliant and useful human beings. In general, the formation of this student personality has been helped by the formal education system such as learning

a subject taught by teachers in the school. However, informal education also has many effects in the formation of student personality as students spend not only their time in school but also spend time at home, in certain places such as shopping centers with their peers. This does not directly effect to the development of student personality formation.

According to Syarifah Raudzah Binti Syed Junid (2007), these students are often recognized as in important part of society because of their role in the formation of future generations. This is because the students are the main asset for building a steady and quality Malaysian generation. They will realize the dream of insight 2020. However, this discipline problem and misconduct of the students are often a hot topic that discussed by various parties. Mass media whether print or electronic media has always been extending coverage on this issues. Every day we will be presented with news of disciplinary deterioration among students. What we are really worried about today is in relation to the moral collapse of secondary school students involved in misconduct such as truancy, visiting entertainment centers, adultery, drag abuse, sniffing glue, taking imaginary pills, gambling, extortion, quarrel, and so on. These misconducts sometimes become so serious that contrary to what a student is supposed to practiced and learn. Therefore, researchers want to study the causes of the students misconduct and want to know whether there is the existence of relationships between the causes of misconduct and the personality profile of the students. Finally, we will able to identify the weakness of the students, using new rules besides personalities in handling disciplinary problems and student misconduct.

PROBLEM STATEMENT

A school is an institution designed to provide learning spaces and learning environments to teach the students under the direction of teachers. In other words, school is a place for the students to build up better personality in all aspects in order to become a better person in the future. Unfortunately, discipline cases and social problems among school students are increasing rapidly in these days. The purpose of this research is to study the major factors that lead to disciplinary misconduct among secondary school students and the solutions for this situation. There are many cases involving school students reported recently. Issues that related to disciplinary misconduct among school students have been the focus of the media. It is very significant and this situation is very disturbing the community especially the parents. Here we need to understand what exactly is meant by ‘discipline’. Discipline is one of the important components of a school system that I closely linked to morals and decency. However, issues of disciplinary violations are an endless issues that is being discussed by the community. According to Abdul Rahemang Taiming (2017/07/31), the case involved a female student

was bullied by a group of female students at their school field in Kunak, Sabah. Next case was reported by Tamilar Kural (2017/06/05) in Putrajaya. The case involved a group of school students wearing school uniform are disturbing one of the students which was believed drunk. A short video of this case was spread in the facebook widely. It was told that case happened outside of the school compound that the teachers have no idea about the case. This is the result of gangster culture that threatens students in school. The fights between students groups, joining secret society, collecting money from students as well as hurting the teachers. Other than that, there was also a case where a 15 year-old female student gave birth to a baby girl in the school's mosque in Bandar Baru Seriting, Negeri Sembilan. It was understood that the student could hide it from her parents and friends because her stomach is small and does not looks like she was pregnant. In addition, her boyfriend is also a student from the same school with her. This case is reported by Abnor Hamizam bin Abd Manap (2017/09/20). Another case was reported by Abdul Hakim Rahman, Astro Awani (2017/09/20) involving a 13 year old boy who stamped his teacher's head with a rock while the teacher was performing her prayer. It was understood that the 23 years old female teacher was then sent to the hospital and received 17 stitching. The boy acted that way after the teacher caught him for stealing. Despite an increase in viral news on misconduct involving students, disciplinary cases among school students have steadily decreased since 2012. Deputy Education Minister Senator Chong Sin Woon said disciplinary problems has reduced significantly with only 1.78% of students reported to be involved in cases of misconduct in 2015 compared to 2.01% in 2014 and 2013, and 2.3% in 2012."Truancy cases, for example, has seen quite a reduction from 2012 to 2015, with 17,343, 15,039, 15,161 and 14,496 cases respectively.

TERM DEFINITION (LITERATURE REVIEW 2)

There are a few terms explained to have a better understanding between the connections of things that will be discuss by researchers in this research. Firstly, student's personality, the personality word was taken from Greek which is '*persona*' meaning a mask that were worn by humans to hide bad things and showed some good things. In scientific research, personality is an individual difference in thinking, feelings, and behaviour that causes a respond to a lot of situation (Richard M Ryckman, 1982). The student's personality in this research can be seen on the student's behaviour whether the individual are good or bad. A good student's behaviour stabilizes the self-concept, build self-confidence, and rational thinking in their behaviour. On the other hand, a bad student's behaviour causes the individual to act irrational in their actions. Next is student misconduct, student misconduct refers to deviant behaviour from trusted norms and it is in a society with the opposite form of treatment and against the criminal law rules that is caused by an individual who is still underage. The

Role Of Parents, role means character or the purpose of someone in a particular situation. As a parent, the first main role is to build a noble child, full of moral and ethical. Parents need to play their role because they influence their child the most and on the child's personality progress. This is because parents are the first sources on learning and personal development of their child. Lastly is peer influence, the sociologist said that peers is a group of kids or teenagers that are the same age. (Hazil Abdul Hamid, 1990). Peers also plays an important role to form self-concept, attitude and one's view on themselves. It is an informal agency that creates experience which they cannot obtain from their families or in school.

THE FACTORS OF DISCIPLINARY MISCONDUCT AMONG SCHOOL STUDENTS (LITERATURE REVIEW 3)

There are a few major factors that contributing to the increase of disciplinary misconduct cases among secondary school students. Firstly is **parental control**. As usually stated, parents are the persons who are responsible for the children's development especially in their education and personality. This is because parents are the closest person to them. They are the one who gives moral supports and encourage them to have the interest to study. One of the factors contributing to the disciplinary misconduct among school students is lack of family values in every family in our society. Family values are very important for the children's development and emotion.

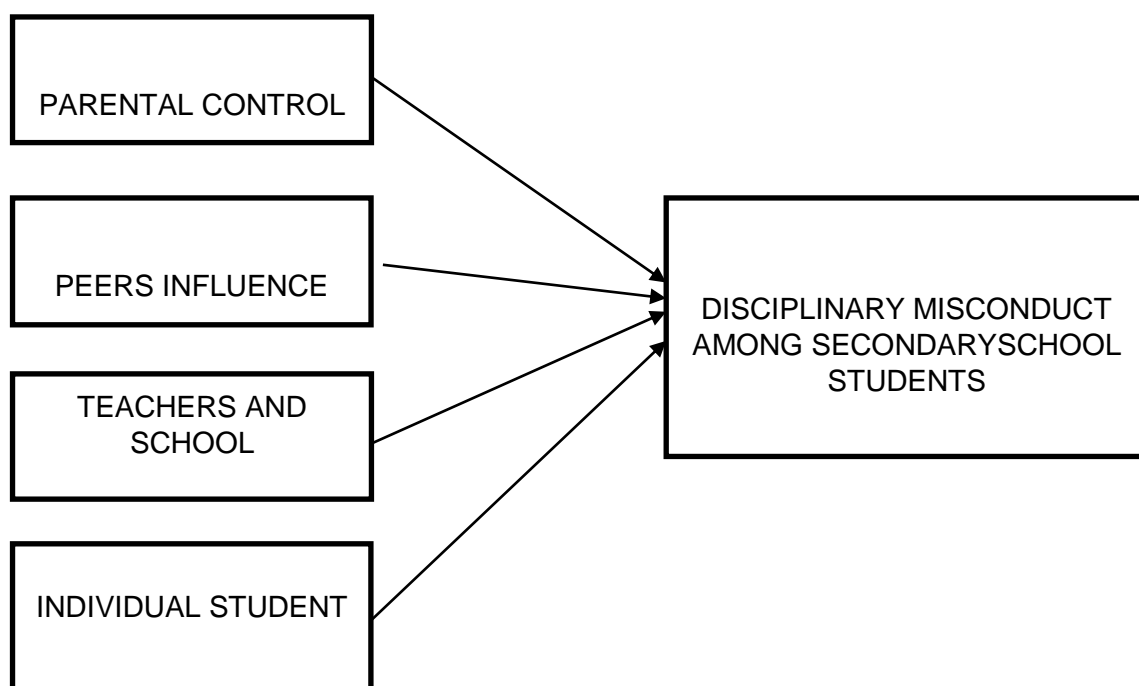
Second is **peers influence**. Sociologists defines that peers are also the closest person to the students as they are in the same age and probably have the same feeling and thoughts in some particular things. For most students, peers are their place to share their problems instead of their parents especially those who are having the problems at home. This is clearly seen that when a student is interacting with a friend, they tend to choose a friend who would have the same thought as him as defines by psychologist, Piaget as equal footing (Ismail Yusof, 1983).

Besides, **school and teachers** are one of the factors of disciplinary misconduct among students. Through past research, school environment also give major impact in building students' behaviour. Boyson (1973), Gordon (1974), Gragey (1970) and Maslow et al (1962) states that a strict control at school is the factor of the increase of disciplinary misconduct among students. This is because the students are against the strict rules at school with doing discipline cases to show rebel. The most popular disciplinary misconduct nowadays are bullying, vandalism, gangsterism, play truant and do not respect the teachers. Students spend most of their time at school.

Lastly is **individual**, according to Duke (1980), said that every individual is responsible on their behaviour. Students might be not discipline because there are following their own requirements of

themselves without any outside influence, which is what are they said as “ the potential influence of the student’s free will “. They might be breaking the rules in school while studying or playing because they did not realize that their actions had violated the rules. This is one of the important factors that students do things that are not disciplined. There are also regulation violations that have been done by the students who have emotional problems.

THE LEVEL OF DISCIPLINARY MISCONDUCT AMONG SECONDARY SCHOOL STUDENTS



RESEARCH METHODOLOGY

This study employed the quantitative study approach (explanatory study) to identify the act of disciplinary misconduct among secondary school students. The study involves 227 respondents, selected through multistage sampling techniques which are cluster sampling and purposive sampling. A cross sectional survey and structured questionnaire were used for data collection. The data were keyed in and analysed.

In this study, the sample size used was also determined by two technique namely GPower analysis (Erdfelder, Faul and Buchner, 1996), and Green (1991) recommendation on using Multiple Regression Analysis. Using GPower analysis, specifically for F – Test in Multiple Regression analysis, the total suggested sample is 138 (effect size $f^2 = 0.15$ (medium): $\alpha = 0.05$; power = 0.95; number of predictors / independent variables = 5). The value of Alpha and power were acceptable for social science research. GPower is a general power analysis program that performs high precision statistical power analyses for the most common statistical test in social science research. Moreover GPower is design for sample size calculation based on specific statistical analysis used in the particular study (Erdfelder et al., 1996). The data was collected through survey questionnaires. The method used to distribute the questionnaire is through online and self – administered questionnaires. A likert scale was used for the students to answer questions relating to disciplinary misconduct factors. Data was keyed in and analysed using SPSS version 20.

RESULTS AND DISCUSSIONS

a) Profile of respondents

The profile of the sample is discussed in terms of seven characteristics: gender, age and ethnic, status, state, education and occupation.

Table 1: Distribution of experienced secondary school students (n=227)

Profile	Frequency (%)	Percentage
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Gender

Male	63	27.6%
Female	164	72.4%

Age

13-16	20	9%
17-20	179	79%
21-24	9	4%
>24	18	8%

Ethnicity

Malay	207	91%
Chinese	18	8%
Indian	2	1%

Religion

Islam	132	58%
Buddha	23	10%
Christian	20	9%
Hindu	52	23%

Occupation

Student	207	91%
Government sector	9	4%
Private sector	9	4%
Unemployed	2	1%

Marital

Single	178	89%
Married	16	8%
Divorced	0	0%
It's complicated	6	3%

Table 1 shows the profile of respondents from people who had experienced in secondary school in Malaysia. Based from the findings, most of the respondents who answered the

questionnaires are female (72.4%), aged between 17-20 (79%), Malay ethnic (91%), single (89%), student (91%), and also Islam (58%).

b) **Parental Control**

As usually stated, parents are the persons who are responsible for the children's development especially in their education and personality. This is because parents are the closest person to them. They are the one who gives moral supports and encourage them to have the interest to study. One of the factors contributing to the disciplinary misconduct among school students is lack of family values in every family in our society. Family values are very important for the children's development and emotion. The data from table 2 below shows that the respondents believe that parent's behaviour affects their children's personality (M=3.34). Other than that, a lot of respondents believe that parents do not monitor their children's development in their academic (M=2.99) and parents nowadays are too busy and have no time for their children (M=2.95). Lastly, the respondents believe that the parents did not emphasize on the religious education (M=2.71) and the parents do not monitor their children's development in their academic (M=2.53). Overall, the average mean for respondents' is M=2.9.

Table 2: Parental Control

Factors	Mean
Parents behaviour affects their children's personality	3.34

Parents nowadays do not know their children's daily activities	2.99
Parents nowadays are too busy and have no time for their children	2.95
The parents did not emphasize on the religious education	2.71
Parents do not monitor their children's development in their academic	2.53
Overall	2.90

c) Peers Influence

Sociologists defines that peers are also the closest person to the students as they are in the same age and probably have the same feeling and thoughts in some particular things. For most students, peers are their place to share their problems instead of their parents especially those who are having the problems at home. This is clearly seen that when a student is interacting with a friend, they tend to choose a friend who would have the same thought as him as defines by psychologist, Piaget as equal footing (Ismail Yusof, 1983). In disciplinary misconduct, peers influence is one of the factors which leads to disciplinary misconduct among secondary school. The data analysis in table 3 described that respondents believe that friends influence their behaviour (M=3.05).

Table 3: Peers Influence

Factors	Mean
Friends influence my behaviour	3.05
I spend most of my time with my friends	3.00

At times, my decisions are influenced by my friends	2.87
I changed my behaviour to fit in with my friends	2.5
Overall	2.83

d) School and Teachers

Through past research, school environment also give major impact in building students' behaviour. Boyson (1973), Gordon (1974), Gragey (1970) and Maslow et al (1962) states that a strict control at school is the factor of the increase of disciplinary misconduct among students. This is because the students are against the strict rules at school with doing discipline cases to show rebel. The most popular disciplinary misconduct nowadays are bullying, vandalism, gangsterism, play truant and do not respect the teachers. Students spend most of their time at school. Based from the table 4, there are schools that hide their disciplinary problems because they do not want the name of the school to be affected is the highest mean (M=3.35) and followed by strict school rules will lead to student's misconduct problems (M=2.80).

Table 4: School and Teachers

Factors	Mean
There are schools that hide their disciplinary problems because they do not want the name of the school to be affected	3.35
Strict school rules will lead to student's misconduct problems	2.80

School are lack of discipline programs	2.68
Teachers are less concerned about the students	2.39
Overall	2.80

e) Individual Student Factors

Students might be not discipline because there are following their own requirements of themselves without any outside influence, which is what are they said as “ the potential influence of the student’s free will “. They might be breaking the rules in school while studying or playing because they did not realize that their actions had violated the rules. This is one of the important factors that students do things that are not disciplined. There are also regulation violations that have been done by the students who have emotional problems. In terms of individual student factors, majority of respondents agreed that individual’s weakness in terms of mental development. The student is a weak learner, often failed many times in the exam and lost the spirit of learning and do whatever that comes along to their mind (M=3.57). Many respondents believes that the individuals breaking the rules in school while studying or playing because they did not realize that their actions had violated the rules (M=3.40) and following the requirements of themselves without any outside influence (M=3.15).

Table 5: Individual Student

Factors	Mean
The student is a weak learner, often failed many times in the exam and lost the spirit of learning and do whatever that comes along to their mind	3.57

Breaking the rules in school while studying or playing because they did not realize that their actions had violated the rules	3.40
Following the requirements of themselves without any outside influence	3.15
Students have emotional problems, this student is called 'neurotic' or 'psychotic', his behaviour is bad, often make mistakes, default and cannot be formed	2.93
Overall	3.40

CONCLUSION

Table showed the mean score achieved for all respondents on this dimension is only 2.15. The highest mean is parental control (M=2.90) and followed by peers influence (M=2.83). In this research paper, data analysis methods, study results and discussion of the findings have been presented. Findings from this study have been proved to be successful (M = 2.84). In addition, the impacts of various demographic data on disciplinary misconduct among secondary school students have been explored. Data findings were described as correlations to the variable and presented as tabulations and pie charts.

Component	Number	Mean
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Parental control	227	2.90
Peer influence	227	2.83
Teachers and school	227	2.80
Individual student	227	2.83
Overall		2.84

Table 5.1 Descriptive statistic of disciplinary misconduct among secondary school students

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